

Training and Support Program Tool

Section A, Part 1: General Information on Current Training Practices	
Instructions: Please provide the following information about the training you currently provide for your health education staff.	
A1. How many hours of training do you currently provide to your educators to prepare them to deliver your curriculum?	
A2. Please describe how you train your educators to implement your curriculum (e.g., methods used such as videos, paired-practice, role plays, mentoring, etc.).	
A3. Would you recommend any of the materials you use to other sites?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, which ones would you recommend?
A4. Please indicate what topics are covered during your trainings.	

Section A, Part 2: Current Training Practices							
Instructions: Think about the training you currently provide for your health education staff. For each of the statements listed below, rate how well your current training practices address each area. Circle one response for each statement.							
Type of Training Provided to Health Education Staff	Example	How well does this happen at your agency?					List 1 –2 changes you can make to enhance your Training and Support efforts (practices) in this area.
		Not Well		Some-what Well		Very Well	
A5. Staff are adequately prepared to deliver the core elements of the curriculum.	Staff receive formal training (e.g., 2-3 days) on the goals and objectives, core elements, and delivery methods of the curriculum. The training also provides opportunities for staff to practice delivering the curriculum, and discuss other important issues for effective implementation.	1	2	3	4	5	
A6. Staff are given clear expectations to adhere to curriculum content and program delivery as planned to the best of their ability.	The core elements of the intervention are clearly defined and maintained in the delivery of the curriculum. Staff follow a curriculum manual that identifies the core elements.	1	2	3	4	5	

Section A, Part 2: Current Training Practices

Instructions: Think about the training you currently provide for your health education staff. For each of the statements listed below, rate how well your current training practices address each area. Circle one response for each statement.

Type of Training Provided to Health Education Staff	Example	How well does this happen at your agency?					List 1 –2 changes you can make to enhance your Training and Support efforts (practices) in this area.
		Not Well		Some-what Well		Very Well	
A7. Staff are adequately trained to deal with/address sensitive and controversial issues of the content.	Staff are trained to maintain confidentiality, respond to parent inquiries, address disclosure issues, and create a comfortable/safe atmosphere.	1	2	3	4	5	
A8. Staff receive training about the population and/or setting being served.	Staff are aware of the various factors that might affect how the curriculum is received by the population (e.g., cultural, developmental), and are able to use that information when implementing (e.g., use more visuals for lower literacy populations).	1	2	3	4	5	
A9. Staff are trained to use a variety of interactive teaching strategies and methods that address different learning styles.	Staff are skilled in using multiple teaching strategies, such as lecture, large and small group discussion, role-plays, paired group activities, etc. Staff have the ability to adjust activities to learning needs of population.	1	2	3	4	5	
A10. Staff receive booster trainings on a regular basis (e.g., every year).	Staff receive updated information addressing the core elements of the curriculum, implementation, and receive up-to-date health information as it relates to the content.	1	2	3	4	5	

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Section B: Support							
Instructions: Think about the type of support you currently provide to your health education staff. For each statement, rate how well your current support practices address each area. Circle one response for each statement.							
Type of Support Provided to Health Education Staff	Example	Rate how well this happens at your agency.					List 1 –2 changes you can make to enhance your Training and Support in this area.
		Not Well		Some- what Well		Very Well	
B1. Opportunities for observation and feedback.	The project coordinator or lead health educators observe curriculum delivery performance of other health educators and provide feedback on ways to improve their delivery.	1	2	3	4	5	
B2. Opportunities to debrief with other educators.	There are regular group discussions with other health educators to discuss implementation issues.	1	2	3	4	5	
B3. Opportunities for professional development.	There are opportunities for health educators to receive additional training or attend professional conferences to improve their skills.	1	2	3	4	5	
B4. Opportunities for educators to assess their individual needs regarding training and support and share these with their supervisors.	There are mechanisms for staff to reflect on specific needs relevant to delivery of the curriculum, content, population or setting, culture, age-level, etc., and identify their training and support needs.	1	2	3	4	5	
B5. Mechanisms to provide educators with access to up-to-date health information relevant to the core content areas of the curriculum.	Staff have easy access to or receive regular updates on health-related information or statistics relevant to the core content areas from reliable sources.	1	2	3	4	5	

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Section C: Health Educator Characteristics								
Instructions: Think about the characteristics of your health education staff. Below is a list of key characteristics of effective health educators. For each statement listed below, rate how true these characteristics are of your health education staff. Circle one response for each statement.								
Characteristics/Skills of Effective Health Educators	Example	How true is this for your health educators?					List 1 –2 changes you can make to your training and support practices to make this more true for all educators at your agency in this area.	
		Not True For Any		True For Some		True For All		
C1. Experience with population, group or setting being served.	Sensitive and experience with cultural and social diversity. Use teaching methods that are culturally appropriate.	1	2	3	4	5		
C2. Ability to relate to population and or setting being served.	Establish trust and rapport, and are viewed as credible among the population, community, etc.	1	2	3	4	5		
C3. High level of comfort with content, including sensitive and controversial topics.	Establish ground rules, create safe atmosphere, use appropriate language, etc.	1	2	3	4	5		
C4. Personal beliefs and values are not in conflict with key messages of curriculum.	Awareness of his/her values, and the impact they may have on teaching about sexuality.	1	2	3	4	5		